



## Alma Elementary

213 Alma Street  
Gaffney, SC 29340

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	247 Students	
<b>Principal</b>	Kimberly F. Camp	864-489-4742
<b>Superintendent</b>	Dr. William B. James	864-902-3500
<b>Board Chair</b>	Mr. Billy Blackwell	864-902-3542

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	Average
2005	Below Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

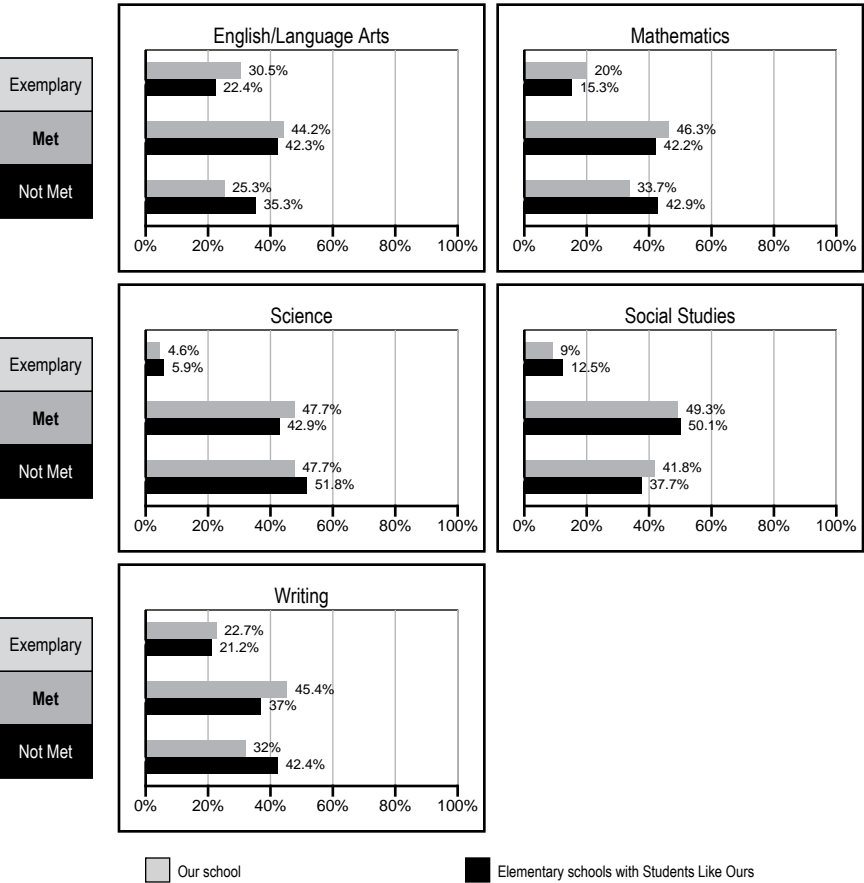
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	3	74	63	32

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=247)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.1%	Up from 3.1%	2.5%	1.9%
Attendance rate	98.7%	Up from 98.3%	96.0%	96.3%
Eligible for gifted and talented	7.3%	Down from 7.8%	3.3%	10.0%
With disabilities other than speech	5.4%	Up from 5.2%	7.6%	7.7%
Older than usual for grade	0.0%	Down from 1.1%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=19)</b>				
Teachers with advanced degrees	36.8%	Up from 28.6%	57.1%	59.4%
Continuing contract teachers	68.4%	Up from 52.4%	71.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.2%	Up from 79.9%	82.1%	85.9%
Teacher attendance rate	95.9%	Up from 95.5%	95.2%	95.1%
Average teacher salary*	\$39,618	Up 3.9%	\$45,790	\$47,149
Professional development days/teacher	15.6 days	Down from 21.1 days	10.9 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Down from 5.0	3.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 19.3 to 1	16.8 to 1	18.8 to 1
Prime instructional time	93.7%	Up from 90.9%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,700	Down 9.6%	\$8,621	\$7,458
Percent of expenditures for instruction**	60.8%	Up from 55.5%	68.3%	68.8%
Percent of expenditures for teacher salaries**	52.5%	Up from 50.3%	62.1%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Alma Elementary...where we all "REACH for the STARS!"

Our students and teachers worked diligently to make learning exciting and authentic in 2008-2009. By using the South Carolina academic standards and district curriculum, we created a school-wide long range plan resulting in innovative and motivating lessons. A new math/science curriculum lab was established.

Parental participation increased. Our parents attended our Back to School Night, Parent-Teacher Conferences, Fall Festival, Title I Parenting Sessions, Awards Days, Field Day and more. Parents volunteered with our Science Fair, Book Fair, and Student-Mentor Program. Parents supported our community service projects like Jump Rope for Heart, Relay for Life and March of Dimes.

Alma Elementary is a 21st Century Learning Community Grant recipient. This is an after-school program designed to assist in meeting the academic, social, emotional and physical needs of students.

Alma Elementary is a SC Reading First School. With the K-3 reading initiative, our goal is to ensure all children read successfully by the end of the third grade. Teachers receive staff development in reading strategies and assessment. We were recognized for our emergent literacy program by the SC Department of Education and SC Reading Recovery Advisory Council as a 2008 Literacy Spot winner.

Technology continues to increase. Classrooms are equipped with Activboards, document cameras, LCD projectors and wireless laptop computers. Fifth graders have personal digital assistants (PDAs) to use for word processing and voice recordings. Educational sites like Tumble Books and Bookflix can be accessed from home. Next year, we will incorporate ipods into our instructional program.

Alma Elementary is a Red Carpet School. We believe in creating a family-friendly school environment and providing excellent customer service. To tighten security and to have a record of our visitors, we have a computer program with photo capabilities.

At Alma Elementary School, education is a team effort among students, parents, faculty, staff, and community. You are encouraged to come and visit our year-round school to see first hand how parent involvement, teacher dedication and industrious students make a successful school. You are invited to become part of our team to SHINE as we "think, inspire, imagine, and celebrate."

Kim F. Camp, Principal

Holly Rice, Chairperson of School Improvement Council 2008

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	36	30
Percent satisfied with learning environment	90.5%	94.4%	96.6%
Percent satisfied with social and physical environment	85.7%	94.4%	86.7%
Percent satisfied with school-home relations	81.0%	97.2%	93.1%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.7%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	103	100	25.3	44.2	30.5	85.3	78.1	82.8	Yes	Yes
<b>Gender</b>										
Male	47	100	33.3	35.6	31.1	80	74.5	79.3	N/A	N/A
Female	56	100	18	52	30	90	82	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	65	100	23	45.9	31.1	86.9	83.3	89.5	Yes	Yes
African American	33	100	31.3	37.5	31.3	81.3	68.8	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	53	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	15	100	50	28.6	21.4	64.3	47.6	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	54.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	93	100	26.7	45.3	27.9	83.7	71.5	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	103	100	33.7	46.3	20	76.8	77.5	78.9	Yes	Yes
<b>Gender</b>										
Male	47	100	33.3	46.7	20	75.6	76	77	N/A	N/A
Female	56	100	34	46	20	78	79.1	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	65	100	31.1	47.5	21.3	77	83.3	87.2	Yes	Yes
African American	33	100	37.5	43.8	18.8	75	64.9	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	62.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	15	100	71.4	14.3	14.3	50	40.5	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	63.9	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	93	100	34.9	47.7	17.4	76.7	71	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	70	100	47.7	47.7	4.6	52.3	56.6	67.5
<b>Gender</b>								
Male	31	100	N/AV	N/AV	N/AV	55.2	56.7	67
Female	39	100	50	41.7	8.3	50	56.4	68
<b>Racial/Ethnic Group</b>								
White	42	100	50	47.4	2.6	50	65.2	79.5
African American	26	100	44	48	8	56	37.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	40.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	10	I/S	I/S	I/S	I/S	I/S	23.8	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	38.2	59.6
<b>Socio-Economic Status</b>								
Subsided meals	65	100	49.2	45.9	4.9	50.8	47	55.1

**Social Studies**

All Students	73	100	44.3	47.1	8.6	55.7	58.5	72.3
<b>Gender</b>								
Male	33	100	40.6	50	9.4	59.4	58.2	71.5
Female	40	100	47.4	44.7	7.9	52.6	58.8	73.2
<b>Racial/Ethnic Group</b>								
White	50	100	38.3	53.2	8.5	61.7	65.8	80.7
African American	18	100	50	38.9	11.1	50	42.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	40.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	11	100	I/S	I/S	I/S	I/S	33.7	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	42.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	67	100	46.9	46.9	6.3	53.1	49.1	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	106	100	32	45.4	22.7	68	64.3	70.2	98.7	96.4
<b>Gender</b>										
Male	48	100	37	47.8	15.2	63	57.9	63.2	98.4	96.4
Female	58	100	27.5	43.1	29.4	72.5	70.9	77.5	99	96.5
<b>Racial/Ethnic Group</b>										
White	68	100	33.3	42.9	23.8	66.7	70.4	79.1	98.5	96.2
African American	33	100	31.3	46.9	21.9	68.8	51.6	57.6	98.9	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.2	86.2	96.7	98.2
Hispanic	5	I/S	I/S	I/S	I/S	I/S	43.9	62.6	99.5	97.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.8
<b>Disability Status</b>										
Disabled	15	100	N/AV	N/AV	N/AV	35.7	18.7	26.1	97.1	95.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.5
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	45.7	61.2	99.5	98
<b>Socio-Economic Status</b>										
Subsidized meals	94	100	34.9	45.3	19.8	65.1	55.1	58.9	98.7	96.2

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	27	100	34.6	42.3	23.1	65.4
	4	40	100	35.1	43.2	21.6	64.9
	5	36	100	6.3	46.9	46.9	93.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	27	100	42.3	50	7.7	57.7
	4	40	100	45.9	43.2	10.8	54.1
	5	36	100	12.5	46.9	40.6	87.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	13	100	N/AV	N/AV	N/AV	46.2
	4	40	100	56.8	40.5	2.7	43.2
	5	17	100	20	66.7	13.3	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	14	100	50	42.9	7.1	50
	4	40	100	54.1	37.8	8.1	45.9
	5	19	100	21.1	68.4	10.5	78.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	28	100	48.1	37	14.8	51.9
	4	41	100	37.8	45.9	16.2	62.2
	5	37	100	12.1	51.5	36.4	87.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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